WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

FACULTY MEMBER: 
TERM: 

COURSE TITLE: Methods of Instruction in Academic Standards and Functional Skills

COURSE NUMBER: MSE 7409 Textbook Required:

OFFICE HOURS/METHOD OF CONTACT:

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
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</table>

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

**COLLEGE OF EDUCATION PROGRAM ATTRIBUTES**

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;

2. View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;

3. Remain attentive to contextual and cultural sensitivity;

4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;

5. Engage in authentic participation, collegiality, and collaboration;

6. Participate in an ongoing, developmental sequence of learning activities that supports
improvement, experimentation and professional growth;

7. Become involved in learning experiences that are standards driven, and;

8. Utilize technology effectively.

NCATE/CEC Program Standards (2002)

Standard 1: Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Standard 2: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual’s with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

Standard 3: Individual Learning Differences

Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and
social abilities, attitudes, values, interests, and career options. The understanding of these
learning differences and their possible interactions provide the foundation upon which special
educators individualize instruction to provide meaningful and challenging learning for
individuals with ELN.

**Standard 4: Instructional Strategies**

Special educators possess a repertoire of evidence-based instructional strategies to individualize
instruction for individuals with ELN. Special educators select, adapt, and use these instructional
strategies to promote challenging learning results in general and special curricula and to
appropriately modify learning environments for individuals with ELN. They enhance the
learning of critical thinking, problem solving, and performance skills of individuals with ELN,
and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem.
Moreover, special educators emphasize the development, maintenance, and generalization of
knowledge and skills across environments, settings, and the lifespan.

**Standard 5: Learning Environments and Social Interactions** Special educators actively create
learning environments for individuals with ELN that foster cultural understanding, safety and
emotional well being, positive social interactions, and active engagement of individuals with
ELN. In addition, special educators foster environments in which diversity is valued and
individuals are taught to live harmoniously and productively in a culturally diverse world.
Special educators shape environments to encourage the independence, self-motivation, self-
direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators
help their general education colleagues integrate individuals with ELN in regular environments
and engage them in meaningful learning activities and interactions. Special educators use direct
motivational and instructional interventions with individuals with ELN to teach them to respond
effectively to current expectations. When necessary, special educators can safely intervene with
individuals with ELN in crisis. Special educators coordinate all these efforts and provide
guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

**Standard 6: Language**

Special educators understand typical and atypical language development and the ways in which
exceptional conditions can interact with an individual’s experience with and use of language.
Special educators use individualized strategies to enhance language development and teach
communication skills to individuals with ELN. Special educators are familiar with augmentative,
alternative, and assistive technologies to support and enhance communication of individuals with
exceptional needs. Special educators match their communication methods to an individual’s
language proficiency and cultural and linguistic differences. Special educators provide effective
language models, and they use communication strategies and resources to facilitate
understanding of subject matter for individuals with ELN whose primary language is not
English.

**Standard 7: Instructional Planning**
Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Standard 8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Standard 9: Professional and Ethical Practice

Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional
activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

I. Course Description:

MSE 7409 Methods of Instruction in Academic Standards and Functional Skills.

This course provides candidates with knowledge and skills related to a variety of evidence-based instructional practices that can enhance the academic learning and everyday functioning of students with severe intellectual disabilities or autism spectrum disorders (ASD). The course will cover techniques that are useful for group, as well as, individualized instruction, and includes practices appropriate for special as well as inclusive environments. The course will also address such topics as: how to select and use developmentally-appropriate technology; team-planning, assessment, finding and managing resources, and collaboration with all stakeholders (including families, regular education teachers, school leaders/supervisors, paraprofessionals, and specialists).

Course Prerequisites: MSE 7402 Applied Behavior Analysis, MSE 7501 Intro to Autism, AND MSE 7506 Functional Communications.

II. PROGRAM COMPETENCIES
As a candidate in this course, you will be expected to demonstrate mastery of the following program competencies: (Note: Program Competencies, Learning Outcomes, and Activities/Assignments included in this syllabus comprise the minimum to be covered in this course. However, additional Program Competencies, Learning Outcomes, and Activities/Assignments may be added at the discretion of the faculty members.

**Competency One:** The teacher understands the core concepts and structures of the discipline and creates learning experiences that make the content meaningful to the students.

**CEC Standard # Five Learning Environments and Social Interactions**

**Learning Outcomes:** Candidates will:

1.1 Increase knowledge/skills through guided observations, inquiry, analysis, and reflection.

**Activities/Assignments:** Candidates will:

1.1 Select an appropriate academic content area and content standard from the “Delaware Content Standards.
1.2 Develop three (03) IEP goals and objectives that contain the five (05) quality indicators.
1.3 Discuss and provide an example of how each chosen goals and objectives (1.2), addresses the eleven (11) questions that teachers can use to assess potential IEP objectives according to those five (05) criteria.
1.4 Discuss Embedded Learning Opportunities (ELO) and its significance as an effective instructional method.
1.5 When selecting curriculum content and instructional activities, explain and give examples of the following; functionality, and age-appropriateness.
1.6 List and describe six (06) curricular considerations that facilitate a student’s ability to live a fulfilling and productive life.
1.7 List and describe six (06) steps required in the curriculum development process.
1.8 Design a curriculum that lists goals, objectives, activities, and evaluation techniques organized on the following domains: domestic, communication, and social.

**Competency Two:** The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of the student.

**CEC Standard # Two Development and Characteristics of Learners**

**Learning Outcomes:** Candidates will:
2.1 Increase knowledge/skills through guided observation, inquiry, analysis, and reflection.

**Activities/Assignments:** Candidates will:

2.1 from the following list describe how you would provide learning opportunities for a student with each of the following: a. Impaired social interaction, b. communication and language deficits, c. unusual responsiveness to sensory stimuli, d. repetitive, ritualistic, and unusual behavior patterns, e. insistence on sameness and perseveration, f. low functioning and high-functioning autism, g. and problem behavior.

2.2 discuss and provide the federal government’s definitions of the educational environments for students with disabilities.

2.3 discuss how and why each of the following concepts is important when providing students learning opportunities: making choices, access to the general education curriculum, and selecting and prioritizing instructional targets.

2.4 define, then compare and contrast how each of the four (04) related pervasive developmental disorders that constitute the autism spectrum-autism disorder, Asperger’s disorder, childhood disintegrative disorder, and pervasive developmental disorder not otherwise specified are differentiated from one another.

2.5 describe how the critical factors of; a. facial expression, b. labeling emotions, and c. explaining why situations are funny, help the socioemotional development of a student with ASD.

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**Competency # Three:** The teacher understands how students differ and adapts instruction for diverse learners.

**CEC Standard # Three Individual Learning Differences**

**Learning Outcomes:** Candidates will:

3.1 Increase sensitivity to context and culture through guided observation, inquiry and reflection.

**Activities/Assignments:** Candidates will:

3.1 list and discuss in detail ten (10) evidence-based educational approaches for the instruction of students with autism spectrum disorders.

3.2 list and discuss in detail nine (09) instructional methods that teachers need to attend to for an instructional program.
3.3 describe, then compare and contrast each of the following instructional strategies or techniques; partial participation, positive behavioral support, and small-group instruction.

3.4 discuss in detail the following educational approaches for students with autism spectrum disorders: observational learning, early intensive behavioral intervention (EIBI), and applied behavior analysis.

3.5 discuss the concept of “generalization” and its importance in the education of students with ASD.

Competency # Four: The teacher understands and uses effective communication.

CEC Standard # Six Communication

Learning Outcomes: Candidate will:

4.1 Increase knowledge through guided observation, inquiry and reflection.

Activities/Assignments: Candidate will:

4.1 list and discuss ten (10) techniques for facilitating effective communication with parents and other professionals.

4.2 compare and contrast five (05) strategies for effectively educating children with autism spectrum disorders in an inclusive classroom.

4.3 discuss why it is important to communicate and celebrate with parents of students with autism spectrum disorders.

4.4 gives five (05) examples of how they embedded frequent communication opportunities within the daily school routine of students with ASD.

Competency # Five: The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.

CEC Standard # Five Learning Environments and Social Interactions

Learning Outcomes: Candidates will:
5.1 Increase knowledge through guided observation, inquiry, analysis, and reflection.

**Activities/Assignments:** Candidates will:

5.1 discuss how the use of picture activity schedules can help students with autism spectrum disorder cope with social situations and increase their independence in the classroom.

5.2 provide a detailed description to answer the question “What is ABA?”

5.3 discuss how their classroom environment facilitates peer interaction.

5.4 describe the three (03) general models of group instruction and why group instruction is a recommended teaching strategy for students with ASD.

5.5 discuss the three (03) principles on which PL94-142 was predicated and provide your opinion on whether or not each of these principles has allowed students with autism spectrum disorders to gain benefits from this integrated placement.

5.6 list and discuss seven (07) socialization interventions to be used with students with autism spectrum disorders.

**Competency # Six:** The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and curriculum goals.

**CEC Standard # Seven Instructional Planning**

**Learning Outcomes:** Candidates will:

6.1 Increase knowledge/skills through supervised practice, analysis, and reflection.

**Activities/Assignments:** Candidates will:

6.1 Define and provide examples of Curriculum-based assessment (CBA), and Developmentally appropriate practice (DAP).

6.2 Explain the significance of the concept “instead of telling a student what not to do, teach him what to do.”

6.3 Describe and discuss the importance and significance of asking questions that determine curricular content and priorities.

6.4 Create a list and discuss skills and activities associated with “levels of competency.”

**Competency # Seven:** The teacher understands a variety of instructional approaches and uses
them to promote student thinking, understanding, and application of knowledge.

**CEC Standard # Four Instructional Strategies**

**Learning Outcomes:** Candidate will:

7.1 Increase knowledge through supervised practice, analysis, and reflection.

**Activities/Assignments:** Candidates will:

7.1 explain the significance of the statement “take advantage of teachable moments.”

7.2 Read and discuss three (03) journal articles that focus on “unproven techniques” when instructing students with ASD.

7.3 Describe, in detail, each of the following instructional strategies and give an example of how it was used within your classroom: shaping, chaining, generalization training, and milieu training.

**Competency # Eight:** The teacher understands multiple assessment strategies and uses them to support continuous development of students.

**CEC Standard # Eight Assessment**

**Learning Outcomes:** Candidates will:

8.1 Increase knowledge through guided observation, inquiry, analysis, and reflection.

**Activities/Assignments:** Candidates will:

8.1 Using information from both the state and school district’s websites, discuss how students with autism spectrum disorders are identified for special education.

8.2 describe seven (07) evidence-based methods for providing feedback about assessment results to parents.

8.3 Discuss what IDEIA (2004) says about the role of families in identifying and assessing students with disabilities and in the planning of the students’ individual education programs.
8.4 Describe each of the following widely used screening and diagnosis instruments for ASD: CHAT, M-CHAT, SCQ, ASSQ, CARS, ADI-R, ADOS, and ASDS.

**Competency # Nine:** The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally.

**CEC Standard # Nine Professional and Ethical Practice**

**Learning Outcomes:** Candidates will:

9.1 Increase knowledge/skills through guided observation, inquiry, analysis, and reflection.

9.2 Increase knowledge/skills through supervised practice, analysis, and reflection.

**Activities/Assignments:** Candidate will:

9.1 Keep a **journal** of your feedback for two (02) visits to another teacher’s classroom. **This educational setting must involve the instruction of students with ASD.** For each of the two visits, include a description of what you saw, an analysis of (your thoughts and judgments about) what you saw, and your reflections about what you saw (what you would or would not apply in your classroom and why).

9.2 Complete the following reflective practice activity relative to a lesson you have taught:

- Discuss methods used to prevent cultural biases and differences from affecting your teaching.
- Discuss how you served as a role model for your students.
- Describe why reflective practice on teaching will be one of the most important professional growth activities you will engage in as a teacher.
- Discuss the strengths of the lesson?
- Discuss the weaknesses of the lesson?
- Discuss what instructional strategies were learned from teaching this lesson?
- Discuss methods have you used to remain current regarding research-validated practice(s).

9.3 Provide a list **and** state the function of ten (10) organizations that serve parents and families of individuals with ASD, their teachers, and other practitioners.

**Competency # Ten:** The teacher understands the role of the community in education and develops and maintains relationships with colleagues, parents/guardians, and the community to support students’ learning and well-being.

**CEC Standard # Ten Collaboration**
**Learning Outcomes:** Candidates will:

10.1 Increase knowledge through guided observation, inquiry, analysis, and reflection.

**Activities/Assignments:** Candidates will:

10.1 Discuss with a parent/guardian, the family’s goals for their child’s educational program, and their preparation for adult life.

10.2 The needs of families with a child with a disability fall into five (05) broad categories. Describe and discuss each of these five (05) categories (Simpson, 1988).

10.3 Discuss five (05) ways, as a classroom teacher, you have/will foster ongoing collaboration and communication with families.

10.5 Discuss Epstein’s Framework of six (06) types of involvement for comprehensive programs of partnership and sample practices with parents.

10.6 Discuss six (06) benefits and challenges of the consultation and collaboration models.

10.7 Discuss in detail the seven (07) types of natural supports for assisting a person with a disability to obtain and maintain a job.

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**Competency # Eleven:** The teacher understands the role of technology in education and uses technology as an instructional and administrative tool.

**CEC Standard # Six Language CEC Standard # Seven Instructional Planning**

**Learning Outcomes:** Candidate will:

11.1 Increase knowledge/skills through guided observation, inquiry, analysis, and reflection.

**Activities/Assignments:** Candidate will:

11.1 Develop a reference list of multiliteracies that can be used to assist students to learn skills.

11.2 Compare and contrast five (05) educational computer software programs that can be used for students with autism spectrum disorders in the classroom or that students can use on their own to support/enhance basic skills learning in the content areas (Ex. www.mayerjohnson.com).
11.3 Locate and discuss the value of five (05) sources for assistive technology devices (Ex. – www.ablenetinc.com).

11.4 Develop and discuss a Multimedia Activity Schedule to promote independence for two (02) students with autism spectrum disorders.

11.5 Provide IDEA’s definition of assistive technology for both assistive technology devices and assistive technology services (20 USC 1401 [2004], CRF 300.5 and 300.6). Explain why this definition is written in the manner it was.

11.6 Discuss the difference types of assistive technology that can be used for; a. computer access, b. access to print, c. promote communication, d. physical, visual, and hearing impairments, and e. web accessibility.

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**Competency # Twelve:** The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.

**CEC Standard # Nine Professional and Ethical Practice**

**Learning Outcomes:** Candidates will:

12.1 Increase knowledge through guided observation, inquiry, analysis, and reflection.

**Activities/Assignments:** Candidates will:

12.1 Discuss ten (10) elements of Culturally Responsive Teaching (CRT).

12.2 Read and discuss three (03) journal articles that focus on maintaining professional and ethical standards when working with students with ASD.

12.3 Given three (03) case studies of students with ASD, complete a commentary, on each case, as to the ethical principles and professional conduct that a teacher should use to help the candidate benefit more from school.

12.4 Discuss the use of restraint and the potential problems associated with its use.

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**IV. F.O.R.M.A.L.**

The special education faculty at Wilmington University believes that in order for an educator to be a reflective practitioner in the field of education of students with exceptional learning needs (ELN) the candidate must have knowledge of the following areas: The proper use of assessment tools and procedures, understanding of how to integrate developmental theory, implementation of appropriate “best” instructional practices, instructional planning that incorporates long and short term planning, creating
learning environments that foster social interaction and active engagement, and understanding of language development, the need to practice the profession in an ethical and professional manner, an understanding of the historical foundations of special education, and their role as advocates and resources to families and other professional. To this end, the special education faculty at Wilmington University wants our candidates in the Master of Education in Special Education to go F.O.R.M.A.L.

**F Foundations** – Candidates will be provided opportunities to develop in-depth foundational knowledge about the field of special education, understanding views of human diversity, delivery of special education services, while practicing within the profession’s ethical and professional standards. (CEC Standards One & Nine)

**O Obtain** – Candidates will obtain a repertoire of evidence-based instructional strategies necessary to individualize instruction for students with exceptional learning needs (ELN). When candidates provide instruction for individuals with exceptional learning needs it will be provided in a positive learning environment that fosters social interaction, active engagement, cultural diversity, and one that encourages self-direction, and self-motivation. (CEC Standards Four & Five).

**R Respect** – Candidates will gain a respect for students – as individuals first. Candidates will be provided an understanding of the similarities and differences, characteristics, varying abilities, and behaviors among individuals with exceptional learning needs. Candidates will understand the effects of these exceptional condition(s) can have on the individual’s learning not only in school but throughout life. This knowledge will allow the candidates to respond to the various abilities and behaviors of individuals with ELN. (CEC Standards Two & Three)

**M Meaningful** – Candidates will learn that instructional planning is an on-going process and that modifications are made based on an ongoing analysis of the individual’s learning progress. When providing instruction to individuals with exceptional learning needs, the candidate will learn how to provide individualized instruction that is meaningful and challenging. When developing individualized instructional plans, the candidate will be able to take into consideration a student’s abilities and needs when developing long-range and shorter-range goals and objectives. (CEC Standard Seven)

**A Assessment** - Candidates will understand that assessment results are used to help identify exceptional learning needs and to develop and implement individualized instructional programs. Candidates will understand that assessment tools have limitations and demonstrate the proper use of a variety of assessment tools. Measurement theory will be explained and students will become familiar with concepts such as validity, reliability, norms, bias, and the proper interpretation of assessment results. Candidates will understand their role in collaborating with families, other educators, related service providers, and community agency personnel. Candidates will understand the various advocacy roles expected of an educator of individuals with exceptional learning needs. (CEC Standards Eight & Ten)
Language – Candidates will understand typical and atypical language development and how these exceptional conditions impact an individual’s experience with and use of language. The candidate will use individualized strategies to enhance language development and teach communication skills. The candidate will be familiar with augmentative, alternative, and assistive technologies to support and enhance communication development. The candidate will possess strategies and resources that facilitate understanding for individuals with ELN whose primary language is not English. (CEC Standard Six).
STRUCTURED EXTERNAL ASSIGNMENT

COURSE: MSE 7409

TITLE: Methods of Instruction in Academic Standards and Functional Skills

PROGRAM COMPETENCY:

CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE

DELWARE PROFESSIONAL TEACHING STANDARD

NCATE STANDARD

CEC STANDARDS: 2. 5: Learning Environments and Social Interaction 7. Instructional Planning 8. Assessment

1. STRUCTURED EXTERNAL ASSIGNMENT #2: Teacher candidates (TC) are to develop a Case study Report:

   Each candidate will select one (01) student with autism spectrum disorders (ASD) at any age/grade level in need of technology applications and prepare a four-part written case study report that addresses the following components:

   A. Describe the student with respect to disability conditions and functional skills and identify two (02) learning goals each for instructional and assistive technology;
   B. Select and discuss two (02) evidence-based techniques for responding to serious behavior problems;
   C. Write a detailed implementation plan for changing and ceasing those classroom behaviors that must not be tolerated, “the absolutes.”
   D. Write a detailed implementation plan for the implementation of the school-wide behavioral management plan and address any issues related to the implementation plan.

<table>
<thead>
<tr>
<th>Candidate understands typical and atypical human growth and development and considering students’ disability condition and functional skill level identified</th>
<th>Unsatisfactory (01)</th>
<th>Emerging (02)</th>
<th>Basic (03)</th>
<th>Proficient (04)</th>
<th>Distinguished (5)</th>
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<tr>
<td>Candidate never demonstrated an understanding of typical and atypical human growth and development and when considering students’ disability condition</td>
<td></td>
<td>Candidate sporadically demonstrated an understanding of typical and atypical human growth and development and when considering students’ disability condition</td>
<td></td>
<td>Candidate frequently demonstrated an understanding of typical and atypical human growth and development and when considering students’ disability condition</td>
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<td>Specialized Instructional Strategies appropriateness</td>
<td>Disability Condition and Functional Skill Level Identification</td>
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<td>IGC7S1, IGC9S13</td>
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<tr>
<td>Selected and discussed two (02) evidence-based techniques for responding to serious behavior problems that are appropriate for the students’ skill development.</td>
<td>Candidate demonstrates an absolute absence of commitment in selecting and discussing two (02) evidence-based techniques for responding to serious behavior problems that are appropriate for the students’ skill development.</td>
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<td>IGC7S1</td>
<td>Candidate demonstrates poor level of commitment in selecting and discussing two (02) evidence-based techniques for responding to serious behavior problems that are appropriate for the students’ skill development.</td>
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<td>ICC9S13</td>
<td>Candidate demonstrates an acceptable level of commitment in selecting and discussing two (02) evidence-based techniques for responding to serious behavior problems that are appropriate for the students’ skill development.</td>
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<tr>
<td>Design and implement a detailed plan for assessing and reporting problematic social classroom behaviors.</td>
<td>Candidate demonstrates a good level of commitment in selecting and discussing two (02) evidence-based techniques for responding to serious behavior problems that are appropriate for the students’ skill development.</td>
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<td>IGC8S1,</td>
<td>Candidate demonstrates an advanced level of commitment in selecting and discussing two (02) evidence-based techniques for responding to serious behavior problems that are appropriate for the students’ skill development.</td>
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<tr>
<th>Design and implement a detailed school-wide behavioral management plan and address any</th>
<th>No evidence indicates that candidate has</th>
<th>Little evidence indicates that candidate has</th>
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<th>There is an abundance of evidence indicating</th>
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<tr>
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### Candidates pick any THREE (03)

1. Define instructional and assistive technology and discuss the rational for incorporating technology applications into educational programs for individuals with autism spectrum disorders (ASD).
2. Describe five (05) different components of assistive technology (devices and services) and how to use this AT can be used as a methodology into the educational programs for individuals with ASD.
3. Select, adapt, and apply three (03) behaviorally-based teaching techniques to promote communication, independence, socialization, academic content, and functional skills.
4. Discuss the legal, ethical, social, and cultural issues that are associated with the use of three (03) different behaviorally-based teaching techniques in education and rehabilitation programs for individuals with ASD.
5. Identify ten (10) resources from the professional literature, Internet (maximum # three), and/or other professionals that describe/discuss “evidence-based” training/teaching practices. Include in your discussion what differentiates these methods from other teaching and training methods, and each one’s strengths and weaknesses.

Projects: REQUIRED ASSIGNMENT Structured External Assignment (SEA)

2. Develop a document; An activity bank for using behaviorally-based teaching techniques applications for students with ASD

3. Case study Report: Each candidate will select one (01) student with autism spectrum disorders (ASD) at any age/grade level in need of technology applications and prepare a four-part written case study report that addresses the following components:
   
   A. Describe the student with respect to disability conditions and functional skills and identify two (02) learning goals each for instructional and assistive technology;
   B. Select and discuss two (02) techniques for responding to serious behavior problems;
   C. Write a detailed implementation plan for changing and ceasing those classroom behaviors that must not be tolerated “absolutes”;
   D. Write a detailed implementation plan for the implementation of the school-wide behavioral management plan and address any issues related to the implementation plan.

Mid-term Exam or Final Exam

Exam requires candidates to apply concepts and principles to specific situations, scenarios, or cases. Response must represent the candidate’s original approach to the problem.